

SKRIPSI

**IMPROVING THE STUDENTS' ACHIEVEMENT IN READING
NARRATIVE TEXT BY USING KNOW-WANT-LEARNED STRATEGY
AT GRADE EIGHT, MTsN 3 MEDAN ACADEMIC YEAR OF 2017/2018**

*Submitted to Faculty of Tarbiyah and Teachers Training State Islamic
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the Degree of Sarjana Pendidikan*

BY:

SYAFRINI REZEKI HSB

34131083

Advisor I

Advisor II

Dr.Didik Santoso, M.Pd

NIP. 19660616 1994031 006

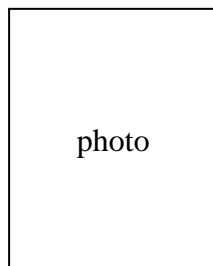
Drs.H.Achmad Ramadhan, MA

NIP. 19660115199403 1 002



**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY
OF NORTH SUMATERA
MEDAN
2017**

ABSTRACT



MA

Name : Syafrini Rezeki Hsb
 NIM : 34.13.1.083
 Faculty/Department : Faculty of Tarbiyah and Teachers' Training /English Education
 Advisor I : Dr. Didik Santoso, M.Pd
 Advisor II : Drs. H. Achmad Ramadhan,
 Title : " Improving the Students Achievement in Reading Narrative Text by Using Know-Want-Learned strategy at the Grade Eight, MTsN 3 Medan Academic Year of 2017/2018"

Skripsi, Medan : Department of English Education, Faculty of Tarbiyah and Teachers' Training, State Islamic University of North Sumatera.

Key Word : Know-Want-Learned Strategy Achievement in Reading Narrative Text

This research aims at improving the students' achievement in reading narrative text by using Know-Want-Learned strategy. The subject of this research was grade eight at MTsN 3 Medan in 2017 academic year. This research of this study was conducted by using classroom action research. The data used in this research are the result the pre-test to know the improvement of students in reading narrative text. The mean of the pre-test was 64,5. The mean of the first cycle was 84,85, it indicated that the scores and the mean in first cycle were better than the pre-test. The percentage of students who got point 75 or more there was also grew up. In the pre-test, there was 10 students (25%) who passed or got score up to 75. In the pos-test of cycle I the students who got point 75 or more there was 40 (100%) and the increasing was about 75%. In other words, the students' achievement in reading narrative text improved and became well in the first meeting to the next meeting. For the hyphothesis testing used t-test formula from the compulation, it could be seen that coefficient of it could be seen that coefficient of $t_{\text{observed}} (16,72) > t_{\text{table}} (0,316)$. Thus, alternative hyphothesis (H_a) could be received. Based on finding, alternative hyphothesis (H_a) saying that KWL stategy could improve students' achievement in reading narrative text.

**Acknowledged by :
Advisor I**

Dr. Didik Santoso,
M.Pd
NIP. 19660616
199403 1 006

CHAPTER I

INTRODUCTION

A. Background of the Problem

The objectives of teaching reading in narrative text is the students are be able to get the knowledge and to understand the context from that has been explained in the text. By reading, the students are expected can answer the questions that consist of the text and the students are be able to comprehend the text as a whole.

However, in reality the students are not be able to comprehend the narrative text as a whole. They thought that they should open dictionary to translate word by word into Indonesia to know the content of reading narrative text. The students can not answer the questions that consist of the narrative text. They are not be able to get knowledge and to understand the content from that has been explained in the narrative text.

There are many factors that cause the low achievement in reading narrative text. There are some factors, those factors comes from internal and external. Internal factors are such as : IQ (Intelligence Quotient), motivation, proclivity, talent etc. External factors are environment, such as : teacher, parents, friends, facility, media, including strategy. Strategy can cause the students' low achievement in reading narrative text, because strategy can make teaching-learning in reading more effective to improve the students' knowledge.

There are many strategies that can be applied to improve the students' achievement in reading narrative text including KWL (Know-Want-Learned) strategy. Jones stated KWL is a coulumn chart that helps students, during and

after components of reading a text.¹ KWL strategy for the three basic cognitive steps required: accessing what I Know, determining what I Want to learn, and recalling what I did Learn as a result of reading. To facilitate both the group process and to instill in students the concreteness of the steps, we developed a worksheet that each child uses during the thinking reading process. KWL Strategy is useful to help the students to find out the specific information from narrative text after read it. Under this strategy, the teacher activities in the class by asking them what they already Know, the students collaborating as a classroom unit or within small groups, set goals specifying what they Want to learn; and after reading, students discuss what they have Learned. Through this learning strategies, students can improve their reading skills can be easy to find the main idea of a reading text. A worksheet is given to every student that includes columns for each of these three integrated activities.

KWL strategy can improve students' achievement in reading because this strategy focused on help students' to build up meaning from they have read and also help them to examine their progress toward their goals. This strategy is aimed to be a good exercise for a study of group or a class in reading narrative text. It means KWL strategy is useful to help the students to find out the specific information from narrative text after read it.

Based on explanation above, the witer is interseted in conducting or having a research which focuses in KWL strategy under title **“Improving the Students’ Achievement in reading Narrative Text by Using Know-Want-Learned Strategy at Grade Eight, MTsN 3 Medan”**.

¹Jones, R. (2007). *Strategies For Reading Comprehension*. [on line]. Accessed on 03 January 2017, Tersedia: [http: //www.readingquest.org/strat/kwl.html](http://www.readingquest.org/strat/kwl.html).

B. Identification of the Problem

Based on the background of the problem, the problem can be identified as follows : (1) The students can translate the text, but the students still translate open dictionary to translate word by word into Indonesia to know the content of reading narrative text. (2) The students can not answer the questions that consist of the narrative text. (3) The students are not be able to get knowledge and to understand the content from that has been explained in the narrative text. (4) The students are not be able to comprehend the narrative text as a whole.

C. Limitation of the Problem

Based on identification of the study the writer, limits the problem on Improving the Students' Achievement in Reading Narrative Text by Using KWL (Know-Want-Learned) Strategy at Grade Eight, MTsN 3 Medan.

D. Research Problem

Based on the limitation of the problem above, the research problem of the study, as follow : How can KWL strategy to improve the students' achievement in reading narrative text at MTsN 3 Medan ?

E. Objective of the Study

Based on research problem, the objectives of the research is to find out : To know the improvement students' achievement in reading narrative text by using KWL strategy at MTsN 3 Medan.

F. Significance of the Study

The significance which are expected from this research are as follows :

1. The English teacher can improve the students' achievement in teaching reading of narrative text especially about the application of KWL strategy.
2. The students can improve their achievement in reading narrative text especially about the application of KWL strategy.
3. Other researcher, to inspire other topics research especially relevant to the ability in reading narrative text.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Framework

To conduct a research, there are some theories needed to explain some concept and terms applied in the research concerned. This study also uses some concern terms that need to the theoretical explained. The theoretical elaboration on the concepts and term will be presented in the following.

1. Achievement in Reading Narrative Text

a. Achievement

Brown states that an achievement is a process of developing skills or knowledge and the most common type of achievement is standardized progress in developing the measurable skill and knowledge learner in give grade level, usually through planned instructions, such as training or classroom instruction.²

Travers states that achievement is the result of what an individual has learned from some educational experience.³

From those opinion above it can be concluded that students' achievement is the result from learning process that shows the ability of the students in educational learning. So I conduct it, Student's Achievement in reading narrative text is about how can understand the content of text in narrative text.

b. Reading

²H.D, Brown. (2004). *Language Assessment: Principle and Classroom Practices*. New York: Longman, Pearson Education, p. 47

³John P Travers. 1970. *Fundamental of education psychology*. Pennsylvania: International Textbook Company, p. 447

The words in discourse are often used to describe both what the beginners do when they engage in fluent reading. Through reading a reader obtains a lot of meaningful information or many things. Allah SWT reveals in Surah Al- Alaq verse 1-5 Holy Qur'an:

عَلَّمَ بِالْقَلَمِ عَلَّمَ الَّذِي الْأَكْرَمُ وَرَبُّكَ أَقْرَأُ عَلَّقَ مِنْ الْإِنْسَنِ خَلَقَ الَّذِي رَبِّكَ بِاسْمِ أَقْرَأُ
يَعْلَمُ لَمْ يَلَمْ مَا الْإِنْسَنِ

Meaning: (1) /Proclaim! In the name of your Lord who created - (2) Created man from a clinging substance. (3) Proclaim! And your Lord is the most Generous – (4) Who taught by the pen – (5) Taught man that which he knew not.⁴

The verse above means that if we want to know something we must read. If we went to get some information or knowledge, we have to read. By reading much, it can enlarge our knowledge and we change our condition by ourselves. It is important to know that reading does not only mean reading text books but also reading situation and condition in this world.

The teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time. A second aspect of teaching reading refers to teaching learners who already have reading skills in their first language.⁵ Reading is an essential skill for learners of English as a second language. For most of these learners it is the most important skill to master in order to ensure success not only in learning English, but also in learning in any

⁴Muhammad Habib Shakir, *The Qur'an Translation Muhammad Habib Shakir English Only* (Tharika Tarsile Qur'an)

⁵Neil, Anderson. David, Nunan (ed). (2003). *Practical English Language Teaching*. New York: McGraw-Hill, p. 66

content class where reading in English is required. Strengthened reading skills, learners will make greater progress and development in all other areas of learning.

The nature of reading is bound to be somewhat pretentious, and this introductory chapter will inevitably be selective, rather than exhaustive.⁶

Reading is not a natural part human development. Unlike spoken language, reading does not follow from observation and imitation of other people.⁷

Reading is fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of rereading is comprehension.⁸

From the explanation of reading above. In other word, reading is a process of founding meaning in the text. When someone is reading means that he tries to understand the text and found the main idea. So, reading can be said as the process of comprehending the text and finding the meaning.

Reading is needed by the readers to know what they read. According to Grabe and Stoller, there are four of reading purposes. They would be explained below:⁹ (1) Reading to search for simple information:reading to search for simple information is a common reading ability though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that it is probably best seen as a type of reading ability. Similarly, reading to skim is a common part of many reading task and a useful skill in its own right. It involves,

⁶J. Charles, Alderson. (2000). *Assessing Reading*. Cambridge University, p. 1

⁷Judy, Willis. M.D. (2008). *Teaching the Brain to read*. Association for Supervision and Curriculum Development. Alexandria: Virginia USA, p. 2

⁸David, Nunan . (2013). *Practical English Language Teaching*. New York: McCraw Hill, p. 68

⁹W, Grabe. And F. L, Stoller.2002. *Teaching and Researching Reading (First Edition)*.Edinburg : Person Educated Limited., p. 13-15

in essence, a combination of strategies for guessing where important information might be in the text until a general idea is formed. (2) Reading to learn from text : reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information of a text. Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension (primarily due to rereading and reflection) strategies to help remember information. (3) Reading to integrate information, write and critique text :reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring or a rhetorical frame to accommodate information from multiple sources, both reading to write and reading to critique text require abilities to compose, select and critique information from a text. (4) Reading for general comprehension : reading for general comprehension is the most basic purpose for reading, underlying, and supporting most other purposes for reading. General reading comprehension is actually more complex than commonly assumed. Reading for general comprehension requires very rapid automatic processing of words, strong skills in forming a general meaning representation of main ideas and efficient coordination of many processes under very limited time constraints.

c. Narrative Text

According to Pradiyono, narrative text is a kind of text to retell the story that past tense. The purpose and social function of the narrative text is to entertain or to amuse the readers or listeners about the story.¹⁰

The Generic Structure of Narrative Text:¹¹ (1) Orientation/Exposition : The introduction of what is inside the text. What the text is talk in general. Who involves in the text. When and where is happen.(2) Complication/rising action:A crises arises. The complication is pushed along by a serious of events, during which usually expect some sort of complicating or problem to arise. It explores the conflict among the participant. Complication is the main element of narrative. Without complication, the text is not narrative. The conflict can be shown as natural, social or psychological conflict.(3) Resolution: The crises are resolved. In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved although this is of course possible in certain types of narrative which leaves us wondering “How did it end?”.

The Language Features of Narrative Text are : Use active verbs (verb I: be, ask, come,see, etc), use past tense (verb II: was, were, looked, seemed, etc)e.g. that day was so nice, and each of us looked very happy, use conjunction (but, although, and, before, etc), the first person (I or we); or the third person (he, she, or they), use specific Nouns (concrete noun: gold, chair, table, horse, zoo); and abstract noun: courage, faith, friendship, happiness, wisdom), use adjective and adverbs, adjective (beautiful, small, clever, etc) and; adverbs (once upon time, one day, as soon as...)

¹⁰Pradiyono. (2007). *Pasti Bisa! Teaching Genre-Based Writing*. Yogyakarta: Andi, p. 20

¹¹Arifiyati, Nugrahani. Fernando. 2006. *Language To Use English*. Jakarta: Piranti Darma Kalokatama, p. 147

2. KWL Strategy

a. Definition of KWL Strategy

K-W-L for the three basic cognitive steps required: accessing what I Know, determining what I Want to learn, and recalling what I did Learn as a result of reading. To facilitate both the group process and to instill in students the concreteness of the steps, we developed a worksheet that each child uses during the thinking reading process.

KWL charts help students to be active thinkers while they read, giving them specific things to look for and having them reflect on what they learned when they are finished reading. When students set their own purposes for reading, they are more motivated and active as readers. Each student has a schema, or a framework for how they view the world. Accessing a student's prior knowledge is the first step in integrating new concepts into their existing schema. KWL charts help activate background knowledge and provide an opportunity for students to set their own learning objectives. Jones stated KWL is a column chart that helps students, during and after components of reading a text.¹²

KWL is an instructional scheme that develops active reading of expository texts by activating learners' background knowledge.¹³ It provides a structure for recalling what learners know about a topic, noting what they want to know, and finally listing what has been learned and is yet to be learned. Learners begin by brainstorming everything they Know about the topic. The relevant information is recorded in the K column of the KWL scheme (Table 1). Learners then generate a

¹²Jones, R. (2007). Accessed on 03 January 2017. *Strategies For Reading Comprehension*. [on line]. (Tersedia: <http://www.readingquest.org/strat/kwl.html>).

¹³*Ibid*, p. 570

list of questions about what they Want to know about the topic. These questions are listed in the W column. During or after reading, learners answer these questions. What they have learned is recorded in the L column.

Purpose of the KWL strategy provides a structure for activating and building prior knowledge, establishing a purpose for reading and for summarizing what was learned. The strategy can help students reflect and evaluate their learning experience, as well as serve as a useful assessment tool for teachers.

Table 1

KWL Instructional Scheme

K (What I Know)	W (What I Want to learn)	L (What I Learned)
Students list everything they think they know about the topic of study	Students tell what they want to know about the topic.	after students have finished reading or studying a topic, they list what they have learned. They can also check the W column to see which questions were answered and which were left unanswered.

KWL consists of three basic stage.¹⁴ They are K stage, W stage, and L stage. In the K stage: *What I know*, students access their background knowledge to the text by listing what they already know about a specific topic. Then in the W

¹⁴ C, Ros and S, Vaughn. (2002) *Strategies for Teaching Students with Learning and Behavior Problems*. USA: Rinehart and Winston, Inc, p. 179

stage: *What I want to know*, students determine what they want to know by making questions related to the topic, and finally assess what they learn in the L stage: *What I learn*. From the definition, KWL technique can be concluded as a technique which has well-organized steps to be followed by the students. The technique combines the use of reading strategies in the effort to improve reading comprehension.

KWL has characteristics that are different from other instructional reading techniques. Below, four characteristics of KWL are presented:

a. Using charts

In the implementation of KWL technique, the use of chart is important. The chart used in this technique is known as KWL chart. KWL chart consists of three columns. They are *What I Know* (K) column, *What I want to Know* (W) column, and *What I learn* (L) column. The chart presents a before-during-after strategy that must be completed by the students during the thinking-reading process. The first two sections of the chart are to be filled out prior to the lesson while the last column is to be filled out after the lesson. KWL chart helps students to be active thinkers while they read, gives them specific things to look for, and get them reflect on what they have learned. It can be used as a short introduction to a lesson to stimulate prior knowledge and assist the teacher's instruction during the teaching and learning process.

b. Involving three basic stages

KWL consists of three basic stages. They are K stage, W stage, and L stage. In the K stage: *What I know*, students access their background

knowledge to the text by listing what they already know about a specific topic. Then in the W stage: *What I want to know*, students determine what they want to know by making questions related to the topic, and finally recall what they learn in the L stage: *What I learn*. The process in K stage represents the process in which the reader uses their prior knowledge before reading. The process in W stage represents the process in which the reader states questions in which they are more interested. The process in L stage represents the process in which the reader checks whether the information he/she gets from the text is suitable with the information stored in their mind. The three stages in KWL are exactly the same as how reader processes to comprehend the text. Each column in the chart shows the process of comprehending the text.

c. Combining the use of strategies

KWL technique involves a variety of strategies to help students make meaning from a text. There are at least three strategies used. They are activating prior knowledge, setting purpose of reading, and monitoring and assessing comprehension.¹⁵

d. Using interactive processing

The use of KWL technique can assist the teacher in teaching reading using an interactive model of reading.¹⁶ An interactive reading model is a reading model that recognizes the interaction of bottom-up and top-down

¹⁵*Ibid*, pp. 178-179.

¹⁶*Opcit*, p. 180.

processes simultaneously throughout the reading process.¹⁷ An interactive model emphasizes the role of prior knowledge or pre-existing knowledge in providing the readers with implicit information in the text. In the implementation of KWL technique, activating the students' prior knowledge is the most important stage.

b. Principle of KWL Strategy

Prinsip-prinsip dari strategi KWL, antara lain :(1) Membiasakan anak membaca secara terstruktur. (2) Proses membaca dibagi menjadi 3 tahap, yaitu: menggali pengetahuan sebelum membaca, tujuan saat membaca, dan memperoleh manfaat setelah membaca. (3) Sistem tabulasi akan memudahkan proses kegiatan dengan metode ini.¹⁸

(Translation : This principle from website Untung S Drajat). The principle of KWL strategy, There are:(1) Accustom children to reading structurally. (2) Reading Process divided to 3 steps, there are: digging knowledge before reading, the aim while reading, and get benefit after reading. (3) The system tabulation will facilitate process of activities by this strategy

c. Design of KWL Strategy

KWL is an instructional reading technique that is used to activate students' background knowledge, assist students in setting purposes for reading, and help

¹⁷H. D, Brown. (2000). *Principles of Language Learning and Teaching* (Fourth Edition) New York: Pearson Education, p. 229.

¹⁸Untung S. Drajat.accessed on Tuesday, 24th January 2017.*Kerangka Pem, belajaran*. (<http://untungsdrajat.blogspot.com/2008/08/lampiran-kerangka-pembelajaran-abb.html/>)

students to monitor reading comprehension by using graphic organizer.¹⁹In this definition, four important concepts of KWL technique are used.

Firstly, KWL is an instructional reading technique to aid the teaching of reading. It uses graphic organizer namely KWL chart to help the students record their thinking process before, during, and after reading.

Secondly, KWL technique is designed to activate students' background knowledge. By using KWL technique, the teacher can help the students recall the information stored in their mind which is related to the topic.

Thirdly, KWL technique can assist students in setting purposes for reading. By the use of KWL technique, the teacher can encourage the students to determine why they are reading a specific text.

Fourthly, KWL technique helps the students to monitor their own comprehension. Here, the readers can reject or confirm the information stored in their mind with the information they find in the text.

d. Procedure of KWL Strategy

According to Ogle, the process of KWL in reading can be explained as follows:

Step K-What I know: This opening step has two levels of accessing prior knowledge. The first is a straight forward brainstorming of what the students knows about the topic for reading. During this step the teacher's role is to record whatever the students know about the topic on the board or an overhead projector. The critical component here is to select a key concept for the brainstorming that is

¹⁹S, Peregoy & O, Boyle. (2001). *Reading, Writing & Learning in ESL*. New York: Addison Wesley Longman, p. 70.

specific enough to generate the kinds of information that will be pertinent to the reading.

Step W-What do I want to learn : As students take time to think about what they already know about the topic and the general categories of information that should be anticipated. Not all students agree on the same pieces of information; some information is conflicting; some of the categories have had no particular information provided. All this pre-reading activity develop the students' own reasons for reading, reading to find answers to questions that will increase their reservoir of knowledge on this topic.

Step L-What I learned: After completing the text, direct the students to write down what they learned from reading. Have them check their questions to determine if the text dealt with their concerns. If not, suggest further reading to fulfill their desires to know.²⁰

e. The Advantages and Disadvantages of Using KWL Strategy

KWL has some advantages that can help the students understand the text. Below, three advantages of KWL are presented:

1. Helping the students to check prior knowledge The KWL technique in the teaching of reading helps the students check their prior knowledge of a topic, concept, or process before learning about it. With this prior knowledge, the brains of the students will recall what they already know (the K of KWL) about the topic. When the students get new information, the students will use their brains to join the old knowledge with the new

²⁰ D, M, Ogle. (1986). *K-W-L: A Teaching Model that Develops Active Reading of Expository Text, Reading Teacher*. New York: The Guilford, p. 565-566

information from the text. learners who start making connection about what they already know can create meaning of the text more easily.

2. Building the students' interest in reading The second benefit of the use of KWL technique is to stir the students' interest in what students also want (the W of KWL) to know additionally about the topic. Making their own questions about the topic can increase the students' interest because of the fact that the students felt the necessity of finding out what would really happen in the text. The students are interested to read the text because they want to find the answer of their own question or not. By completing K and W column, the students are not only making use of their prior knowledge but also are motivated to keep reading the text. Providing a chance for the students to assess what they have learned
3. The third benefit is to provide a chance for students at the end of a lesson to look back and assess what they have learned in the lesson. By completing the last column namely *What I Learned* column, the students record the information they get from the text. Here, the students can assess their own thinking process.²¹

KWL has some disadvantages also :

1. That it does not encourage asking questions while reading and the fact that some of background information may not be correct. It also does not help with growing vocabulary because if a student does not know what a word is, they may just skip it and go on.

²¹C, Ros and S, Vaughn. (2002) *Strategies for Teaching Students with Learning and Behavior Problems*. USA: Rinehart and Winston, inc, p. 179

2. There is also no encouragement for addressing emotional experience while they read. This can be prevented by having the students talk about these instances or even finding the vocabulary words they do not know and writing them down so they can figure out the meanings.

3. Related of Study

NovitaHusnaNasution. 2012. Improving student's achievement in reading comprehension by using Know-Want-Learn (K-W-L) technique at SMP Negeri 29 Medan. English Department Faculty of Language and Arts State University of Medan. The result of the the data analysis showed that the mean of the first cycle was 43,33. The mean of second cycle was 93,33. The percentage of students who got point up 65 also grew up. In the pre test there is no students who got up 65 (%). In the post test of cycle I, students who got up 65 there were 13 of 30 students (43,33%). In the post test of cycle II, students who got up 65 there were 28 of 30 students (93,33%). It indicated that the application of K-W-L was effective as it could increase students' ability in reading comprehension.

4. Conceptual Framework

Reading is the activity to get the meaning from the text. When the person does reading comprehension, it means that he or she tries to understand what the author has written the text. And then, the main purpose about the reading narrative text is finding the meaning of the text, and understand what the writer means and her writing.

K-W-L strategy is an instructional reading that is used to guide students to comprehend a text. After the teacher introduces the topic in a general way, students are instructed to complete the first column. The teacher then leads a class

discussion on what do students think they already know about the topic and write down their responses in the first or in the 'K' column. After the brainstorming session is completed, the teacher then leads them to write down what do they want to find out about the topic chosen in the second or 'W' column. Students then read the text with a big curiosity and interest because they have activated their prior knowledge, and they want to find out what the answers to their questions are in the second column. After reading the text, the students write down the answers to their questions in third or 'L' column.

5. Actional Hypothesis

The hypothesis of the result study is formulated as follows:

H₀ : The implementation of KWL strategy can not improve the students' achievement reading in narrative text at MTsN 3 Medan.

H_a : The implementation of KWL strategy improves the students' achievement reading in narrative text at MTsN 3 Medan.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter presents the discussion of the research method. This is presented in six headings. They are the research setting, data and data source, research method, technique of collecting the data, technique analysis the data, and technique of establishing the trustworthiness.

A. Research Setting

This research will be conducted at the school of Madrasah Tsanawiyah MTsN 3 Medan. The reason of the writer choose this school will be described below: (1) Number of students in MTsN 3 Medan is good to do the research. (2) The problem of the research never done in this school.

The implementation of the research in the second semester academic year of 2017/2018.

B. Data and Data Source

Data source in this study will take from the eight grade students of MTsN 3 Medan, especially in the class eight, there are two kinds of data, namely qualitative and quantitative data. Qualitative data is used to describe data that are not able to be counted or measured in an objective way, and therefore it is subjective. The qualitative data are analyzed from the interview sheet, observation sheet and diary notes to describe the improvement of the students' achievement. Furthermore, the quantitative data is collecting by means of administering test, pre-test and post-test. The data about the achievement of reading narrative text by using multiple choice tests. The processes of the gathering of data are as follows;

firstly, the researcher give pre-test to the subjects prior knowledge on reading narrative text. From the result of the pre-test, the researcher can prepare the strategy and also determine post-test. Before the researcher conducted the post-test, the teaching of the strategy must be complete. Finally, the researcher administration questionnaire in the end to quantify subjects' responses toward the treatment improving in the classroom.

C. Research Method

This study was categorized into action research. It is a method for solving the problems of teaching objectively and systematically. The aim of this study was to show the process of improvement of the students' reading comprehension. In this study, the researcher collaborated with all of the other research team members.

Burns asserts that action research is a part of broad movement that has been going on in education generally for some time.²² According to in Singh action research is a process for studying problem by parts-owners scientifically to take decision for improving their current practice.²³

Classroom Action Research is the action research that implemented in the classroom when learning. The purpose of classroom action research for corrected or improved.²⁴

Moreover, Kemmis and Taggart in Burns define that action research typically involves four broad phase in a cycle of research, the first cycle may

²² Burns, Anne. (2010). *Doing Action Research in English Language Teaching: a guide for practitioners*. London & New York: Routledge, p. 2.

²³ Yogesh K, Singh. (2006). *Fundamental of Research Methodology and Statistics*. New Delhi: APH, p.263.

²⁴ Masganti. (2011). *Metodologi Penelitian Pendidikan Islam*. Medan: IAIN PRESS, hal. 229

become a continuing or iterative, spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feel it is time to stop. It means that second cycle is not necessary to be continued if the class means score at the first cycle is satisfying or there are significance progresses in first cycle.²⁵

Based on all explanation above, statement of Kemmis and Taggart is more relevant to the researcher's intention. Therefore, in this research, the researcher use the cyclical model based on kemmis and taggart.

There are four road phases in a cycle of research can be seen following figure : (1) Planning is concerned action or arrangement of doing something. It must be prospective the action, and must be forward looking. Planning means the reflection of the action will be done.(2) Action is careful and thoughtful variation of practice. It is the implementation of planning. Action is thus fluid and dynamic, requiring instant decision about what is to be done and exercise of practical judgment appropriate to students' condition. The implementation od action plans will assume the character of a material, social, and political struggle toward improvement.(3) Observation is used to establish objective data concerning what goes in most classroom, or in a range of calssrooms. It is investigation about the various kinds of move (structuring classroom activity, soliciting response) which teachers use in their teaching. It is dones when the classroom action research is going on by the collaborator. Observation for shadow the achievement of reflection.(4) Reflection recalls action as it has been recorded in observation. Reflection has an evaluative aspect that asks action researchers to wight their experience, to judge whether effect are desirable. Reflection is the evaluation of

²⁵S, Kemmis, & R, McTaggart. (1988). *The Action Research Planner*. Burns, p. 7.

actions that has been done. The reflection is done to recover the problem that is happened in the previous cycle.

The process of doing treatment was done in two cycles that consist of six meetings. The first cycle consist of four phases namely planning, action, observation and reflection.

1. The First Cycle

In the first cycle, the researcher will observe the situation of teaching-learning process in the class sample, make an oral interview with students in order to know their opinions about Learning English especially in reading activity, and identify the student's problem in reading process.

a. Planning

Planning is arrangement for doing something. In this phases there will be many activities organized that will be done in action phases related to identify problem, such as: (1) Preparing lesson plans. (2) Preparing reading texts and the tests for each meeting. (3) Preparing the facilities and media that will be used. (4) Preparing questionnaire sheet and observation sheet for the students. (5) Planning and designing the application of teaching reading by using KWL chart.

b. Action

Action is the process of doing. Action is the implementation of planning. Everything that has been planned will be done in five meetings for the first cycle. Those activities will be done as the following : (1) Teacher gives the apperception to active the students' prior knowledge. (2) The researcher motivates the students. (3) The researcher tells the students the goal of the activity. (4) The researcher give the students one topic of narrative text and ask them to make a KWL chart

based on the topic given. (5) After filling the K and W session, the teacher asks the students to read the whole text and try to find the new information related to what they have in the W session, the information should be put in the L session. (6) After completing the KWL chart, researcher leads the students to have a discussion and share each other about their chart. A misconception should be clarified. (7) Twenty minutes before the time up, teacher gives individual test for the students. (8) Students answer the questions which are related to the narrative text text organization (orientation, complication, and resolution). (9) Teacher evaluates the whole activity.

c. Observation

Observation will be done when the classroom action research is going on. Observation is phase to record everything happens during teaching-learning process including the effects of the actions. The purposes of observation is to find out the information of action, such as students' attitudes, behaviors, and activities while giving action even the obstacles that happened in observer's book. The observer will observe whole teaching learning process in the classroom. The observer is to see how the teaching and learning design points have been implemented as a whole or not, then whether the result is good or not. This step will provide the observer the data as the result of the respond of the step in acting. This observation will prove the action.

d. Reflection

Reflection is as the evaluation of the action which has been done. The teacher should make it as the feedback of the running of the cycle. Through doing the reflection, the writer will reflect on everything done and make conclusion as a

whole. The conclusion concerns with the process and the result. Whatever the weakness or the strength found will be listed on so that the writer can evaluate what need to be evaluated and improve what need to be improved if there is no improving in the first cycle. Therefore it must be continue to the second cycle.

2. The Second Cycle

a. Planning

The researcher planned the implementation of lesson plan that related to the cycle I that had evaluated and developed for the action of cycle II

b. Action

In this section, the researcher did the action that looked on the reflection that had evaluated and revised.

c. Observation

In this section, the collaborator checked the observation sheet making a checklist in the observation format. The researcher did interview to know the classroom and the actions that happened in the calssroom.

d. Reflection

In this section, the researcher reflected the evaluation of teaching learning process and evaluated what had been done in the cycle II.

D. Technique of Collecting Data

In order to collect the intended data, this study make use of the following instrumentation :

1. Reading test

There were two kinds of test to measure students' reading comprehension namely pre-test and post-test. Pre-test or initial reflection was intended to assess

the pre-existing reading comprehension of the subjects which was administered in the first meeting before the researcher conducted the research by applying KWL strategy in the classroom. The post-tests were administered in the end. The function of administering post test was to evaluate the effectiveness of KWL strategy in teaching reading comprehension. Pres-test and Post-test were in the form of multiple choice items which is consisted of 30 question of Pre-test and 30 question of Post-test. The expected answer were A, B, C, and D. Each correct answer had 1 point and incorrect answer got 0 point. The purpose of pretest conducted was to find out initial condition of subject in reading comprehension. Meanwhile the post-test would reflect the effectiveness of KWL strategy when it was applied in grade eight students of MTsN 3 Medan.

2. Observation

The observation was done to get the information that was needed. The researcher collected the data by observing the class situation and condition in the teaching learning process. She sat at the back of the classroom and noted down the class activities in the teaching and learning process. The researcher collected the data by doing observation and noted down everything that could be caught by the researcher's sense. In this activity, the researcher observed the students' attitudes, class condition, the teaching.²⁶For example, at the beginning of the lesson, the researcher observed and noted down how the teacher opened the lesson by giving several questions and how the students responded to the teacher's questions. Then she explained the material. The observation was done by the

²⁶Wina, Sanjaya. (2010). *Penelitian Tindakan Kelas*. Jakarta: Kencana Prenada Media Group, p : 42

researcher and the English teacher as the collaborator. The observation results were recorded in the form of field notes.

3. Interview

The interview was done to know the effectiveness of the actions. The researcher interviewed the students and the English teacher about the activities in the teaching and learning process. In this case, the researcher held the interview with the English teacher and the VIII students about the use of *Know-Want-Learn* technique in reading class. The researcher asked the teacher some questions related to class activities, class condition, students' behaviour, and the students' proficiency level in reading. For example, the researcher asked the teacher to tell her how she explained the material to the students. The researcher also interviewed some students by asking them questions about class activities. For example, the researcher asked the students about their difficulties in understanding the text. The information was recorded into interview transcript

E. Technique of Analysis the Data

The technique of analyzing data of this research was applied by using qualitative and quantitative data. The data was used to describe the situation during teaching learning process. Qualitative data would be analyzed according to Miles and Huberman, is a comprehensive sourcebook, describing analysis that is directed at tracing out lawful and stable relationships among social phenomena, based on the regularities and sequences that link these phenomena. Their analysis has three main components: data reduction, data display, and drawing and verifying conclusion.

Quantitative data would be analyzed in score while the students learned in reading narrative text by using KWL strategy. Through quantitative data the researcher would know there was improvement or not on the students' achievement reading narrative text by using KWL strategy.

To know the means of the students' score in each cycle, the research was applied the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

\bar{X} : The means of the student

$\sum X$: The total score

N : The number of students

Then, to know the different of the test success after using KWL strategy, the writers apply the following t-test formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

\bar{D} = Mean of difference of pre-test and post-test

D = Difference

N = Subject of Students

In this research the researcher analyzed the qualitative data based on Miles and Hubermas theory there are three main components: data reduction, data display, and drawing and verifying conclusion.

F. Technique of Establishing the Trustworthiness

The trustworthiness of qualitative research generally is often questioned by positivists, perhaps because their concepts of validity and reliability cannot be addressed in the same way in naturalistic work.²⁷

It is important to establish that the findings of the study are valid. There are various ways to establish a sense of trustworthiness and validity. According to Lincoln and Guba, the basic issue to trustworthiness is: how can an inquirer persuade his/her audiences (including self) that the finding of an inquiry is worth paying attention to, worth taking account of? In this study, the researcher determines four criteria to use as the techniques of trustworthiness inquiry. They are credibility, transferability, dependability, and conformability.²⁸ In this research the researcher chooses the credibility trustworthiness.

Credibility contributes to a belief in the trustworthiness of data through the following attributes: (a) prolonged engagement; (b) [persistent observations](#); (c) triangulation; (d) [referential adequacy](#); (e) peer debriefing; and (f) member checks. Triangulation and member checks are primary and commonly used methods to address [credibility](#).

Triangulation is accomplished by asking the same research questions of different study participants and by collecting data from different sources and by using different methods to answer those research questions. Member checks occur when the researcher asks participants to review both the [data collected by the interviewer](#) and the researchers' interpretation of that interview data. Participants

²⁷Shenton, K. Andrew. (2004). *Strategies for Ensuring Trustworthiness in Qualitative Research Projects*. Education for Information: Northumbria University, p. 63

²⁸Y. S. & Guba, E. G, (1985), *Naturalistic inquiry*. Newbury Park: CA Sage, p. 289.

are generally appreciative of the member check process, and knowing that they will have a chance to verify their statements tends to cause study participants to [willingly fill in any gaps from earlier interviews](#). Trust is an important aspect of the member check process.²⁹

²⁹Gigi De vault . *Establishing Trustworthiness*, Accessed on Sunday, 15th January 2017. ([Http://thebalance.com/establishing-trustworthiness-in-qualitative-research](http://thebalance.com/establishing-trustworthiness-in-qualitative-research)).

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

The findings of this research exist in the preliminary study and the first cycle.

1. Preliminary Study

Before conducting the first cycle, the researcher did a preliminary study. This preliminary study is intended to know the students' achievement in reading narrative text.

In this preliminary study, the researcher gave reading test, interview, and observation. Reading test is used to evaluate students' achievement and how the result of the scores that they achieved. The English teacher made 75 as minimum standard (KKM) in English lesson especially in reading. The number of the students who took the test was 40 from the result of reading test in pre-test, the total score of the students was 2580 and the mean of the students' score 64,5.

Based on the test result, it is indicated that the students' achievement in reading narrative text was low. It can be seen from the mean score of the students was 2580 and the percentage of the students' score of the test was 10 students who passed or got score up to 75, it was only 25%. On the other hand, 30 students failed or didn't get score up to 75 and it was 75%. This data can be seen in the appendix.

The quantitative data above was strengthened by the qualitative data taken from the result of every meeting and the interview. The interview was done before conducting the first cycle. It was found out that the teachers problems in teaching

reading narrative test were the inappropriate use of teaching strategy. The interview also found that the students still had difficulties to find the main idea in a reading text. It is shown from the result of interview with the English teacher as follow: "They are interest in study of English, but the students still low especially in reading. They are difficult to find the main idea in the text, they are also difficult to know meaning the words."

From the result of interview with the English teacher showed that the students still low in comprehending the reading text and the translate the words. It was also strengthened by the result of interview with the students as follows: "Pembelajaran bahasa Inggris dalam reading sulit, karena terkadang tidak mengerti arti dari kata." From the opinion with the first student showed that the student still difficult to know the meaning of the word. "Pembelajaran bahasa Inggris dalam reading ada susah dan gampang. Susahnya kalau menjawab pertanyaan berdasarkan teks." From the opinion with the second student showed that the student felt difficult to answer the question based of the text. "Pembelajaran bahasa Inggris dalam reading susah, bingung dalam mengartikan dan pengucapannya, apalagi dalam menentukan ide pokok dalam sebuah teks." From the opinion with the third student showed that the student still difficult to divide main idea of a text.

From those opinion above it can be concluded that students' achievement in reading was not good yet, so that score of the test in reading test still low. The students are not be able to comprehend the text as a whole.

From the data above, it can be proven that showed when the researcher looked at turned out to the students were doing a noise in the classroom, not focus, and always ask permission to go out of class.

Based on the analysis result, it can be concluded that the students' achievement in reading narrative text was not good yet and low doing action research in pre-test. So, post-test continued in the first cycle.

2. Cycle I

in this cycle, the researcher conducted four steps: planning, action, observation, and reflection. In this cycle, there was three meetings which were conducted to the students. A test was given in the end of learning process. The steps of this cycle were:

Planning

In this step, the researcher arranged all of the preparations before conducting the research. The activities which were done by the researcher were: all instruments such as observation sheet, interview question, test had been well prepared. To make improvement in their competence in reading, the use of KWL strategy would be applied. Then the lesson plans and narrative texts were prepared. Learning sources and the learning media were prepared. In this research, the researcher would be as the teacher .

Action

In this step, there were some activities which were done by the researcher, including: introduction, core activity, and closing. In introduction, there were some activities had done by the researcher, such as: (1) The teacher explained the objectives and the learning procedure. (2) The teacher did the apperception by

greeting the students, checking the students' attendance list, and asking the students about reading in narrative text given by the teacher.

In core activity, there were some activities had done by the researcher, such as: (1) the teacher explained about narrative text, explain about the text and the KWL learning strategy by using paper which has photocopy as a learning media. (2) The teacher gave the examples of them. (3) The teacher gave the test to the students. (4) The students answered the questions in the test. (5) The teacher and the students read and translated the reading text. Last activity of action is closing, in closing there were some activities had done by the researcher, such as: (1) Finding ways to better appreciate the efforts and result of individual and group learning. (2) The teacher and the students concluded the material.

Observation

Observation proposed to find out information action by the writer in the classroom. The observation was done to observe what the students had done during the teaching learning process. It was about the behavior, attitude, and all activities during the action process. Thus, the result of observation was collected as the data, which is used as a basic reflection.

In this phase, there were two kinds of the observations' result, they were collected by quantitative and qualitative, the writer gave the post-test in this first cycle. The result of the post-test in the first cycle show that the achievement of students increased when used the KWL strategy in learning process. Based on the data observation, there was an improvement in the teaching learning process. The teacher could improve the students' achievement in reading in narrative text.

Quantitatively, the result of the pos-test of the first cycle, it showed that the total score of the students was 3394 and the number of the students who took the test was 40. So, the mean of the students' score of the test was 84,85. It can be seen that the students' score in reading in narrative text was increased. The percentage of the students' score of the test was 40 students passed and got score 75 or up to 75 it was 100%. So, post-test of the first cycle was categorized successfully. This data can be seen in the appendix X

Based on data above, the result showed the improvement of the students' score from the pre-test to the post-test of cycle I. In the pre-test, the students who got the score 75 or more were 10 of 40 students (25%). In the post-test of cycle I, the students who got the score 75 or more were 40 of 40 students (100%). The improvement of the pre-test to the post-test of cycle I was about 75%. In this also used to test the hyphothesis in the research, from the compulation, it could be seen that coefficient of t_{observed} and t_{table} to $df = N-1 = 40-1 = 39$, with fact $\alpha = 0,05$ was 0,316. In the coefficient of t_{observed} (16,72) > t_{table} (0,316). Thus, alternative hyphothesis (H_a) could be received. Based on finding, alternative hyphothesis (H_a) saying that KWL startegy could improve students' achievement in reading narrative text. This data can be seen in the appendix XVII.

The quantitative data above was also strenghtened by the qualitative data taken through interview. Interview was also done after implemented the strategy to the English teacher and some students who got the low and high value during learning process. The result of interview with the students as follow: "Strategi pembelajaran KWL tidak susah, karena strategi ini membantu saya untuk mengetahui point penting dari setiap paragraf. Dengan strategi ini, kami hanya

perlu mengisi kolom-kolom yang telah disediakan dan isi dari kolom membantu untuk memahami secara keseluruhan teks.” (translation : KWL strategy is not difficult, because this strategy help me to know the important point of every paragraph. By this strategy, we just need to fill that had ready and the content from the coloumn help to understand as a whole a text).

From the result of the students’ interview, the students stated that they felt better, easier, and interesting to learn reading in narrative text and more enthusiastic by using KWL (Know-Want-Learned) strategy.

It was also supported by improving their score of progress. Furthmore, the result of interview with the English teacher were: “KWL strategy is good to apply in learning English subject especially in reading. I saw their improvement in their score after they studied by using KWL strategy and they were also interested.”

Based on the result of interview with English teacher, she felt the teaching learning process was more interesting. It can be concluded that the students’ achievement in reading in narrative text was increasing. And the teaching learning process by using KWL strategy to be more effectively and successful.

So, in this research students showed a good improvement. And some documentation, it was also found that the students were active and focus during teaching learning process after the teacher implemented KWL strategy. It could be seen with the contrast of the students’ score at pre-test and post-test the first cycle.

Reflection

In this phase, the feedback of teaching learning process was taken from the result of observation, test, documentation, and interview. The writer could conclude as follows: (1) having checked the students’ test, the researcher found

that the students' score showed the improvement. Based on the observation sheet, the teacher's ability in teaching reading in narrative text by using KWL learning strategy showed the improvement, too. The teacher could motivate the students' score showed the improvement. It can be seen from the mean of the students' score, they were 64,5 in the pre-test cycle I and 84,85 in the post-test of cycle I. It also can be seen from the percentage of the competent students, they were 25% in pre-test of cycle I and 100% in the post-test of cycle I. The improvement of pre-test I to the post-test I was about 75%. There was 100% of 40 the students who got score 75 and more. It made the researcher felt that the cycle could be stopped because the students' achievement in reading in narrative text was improved by using KWL learning strategy.

B. Discussion

The research was conducted to find out the improving of the students' achievement in reading in narrative text by using KWL strategy. KWL strategy was one of many learning strategy which could be used by the teacher in teaching English especially in reading.

This research had proved that KWL strategy was effective to be used in teaching reading in narrative text. It can be seen in the table of the students' score improvement from the pre-test until the post-test of cycle I. The improvement was because the teacher controlled the class better. Another was because the application of KWL strategy made more help stimulate students' thinking in learning reading in narrative text, so easy to determine the main idea of the text. The teacher was also easy to apply KWL strategy in teaching reading.

Based on the result of the quantitative data, the result showed that the students improved their achievement in reading narrative text. The students' score was getting better from the first meeting until the third meeting in the test. It was proven by the students' mean score which increased in each meeting. The mean of the students' score in the pre-test was 64,5. It was low because only 10 students who got the score 75 and more. The mean of the students' score in the post-test of cycle I was 84,85. It was higher than the pre-test of cycle I. The improvement of the students' mean score from the pre-test of cycle I to the post-test of cycle I was 20,35.

Then, the percentage of the students who got the score 75 and more in the pre-test was ten of forty students (25%). The percentage of the students' who got the score 75 and more in the post-test of cycle I was forty of forty students (100%). The improvement of the competent students percentage from the pre-test to the post-test cycle I was 75%. It indicated that the improvement of the students' achievement in reading in narrative text was significant.

Based on the result of the qualitative data which was taken from the observation sheet and the interview report, it was found that the class ran effectively. The students paid attention to the teacher during the teaching learning process. They were also spirit in reading and enjoying the learning process. Then, it can be said that the qualitative data was also showed the improvement of the teacher's and the students' activities during the teaching learning process. It indicated that the application of KWL strategy could motivate the students became more enthusiastic in learning reading in narrative text.

From the explanation above, it could be concluded that the result of the research showed that the application of KWL strategy could improve the students' achievement reading in narrative text. It could be proven by the quantitative data which showed the students' score got better from the pre-test to the post-test of cycle I. It also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students' were more active and enthusiastic learning reading in narrative text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, it could be concluded that:

1. In the preliminary study, quantitatively showed that score of the students was 2580 and the mean of the students' score 64,5. The percentage of the students' score of the test was 10 students who passed or got score up to 75, it was only 25%. There was 30 students who got failed. Qualitatively showed from the result of observation and the interview, it can be proven that the students' achievement in reading was not good yet and low in reading test of the pre-test.
2. In the first cycle, quantitatively showed that the total score of the students was 3394 and the mean of the students' score of the test was 84,85. The percentage of the students' score of the test was 40 students who passed and got score 75 or up to 75 it was 100%. Qualitatively, showed from the result of interview, it can be concluded that the students felt better, easier, and interesting to learn reading narrative text by using KWL strategy.
3. Based on the data analysis, the result of the research showed the improvement of the students' achievement reading in narrative text by using KWL strategy.

B. Suggestion

The result of this research showed that the application of KWL startegy could improve the students' achievement reading in narrative text. Therefore the following suggestions were offered:

1. For the Principal of MtsN 3 Medan, it is useful to make an instructional concept in English subject especially in teaching reading in narrative text by using KWL strategy.
2. For the English teacher, it is useful to apply KWL strategy as one of the alternative way in teachingreading in narrative text to make a variation in teaching reading in narrative text so that the students do not get bored in learning English especially in reading in narrative text.
3. For the students, they feel more interest and motivated in learning reading in narrative text because they can enrich their knowledge and helps stimulate their thoughts in reading.
4. For the other researchers, it is very useful as the information in conducting in depth research which is related to this research.

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Appendix I

Lesson Plan (Meeting I)

School's name	: MTsN 3 Medan
Subject	: English
Class/Semester	: VIII-4 / 2(genap)
Kind of Text	: Narrative Text
Theme	: Snow White
Aspek/Skill	: Reading
Time Allocation	: 2 x 40 minutes
Meeting	: 1

1. Standard of Competence :

1. Reading

The Understanding of functional meaning in the written text and simple short essays in narrative text form to interact with the surrounding environment.

2. Basic Competence :

1.1 the understanding in the form of a simple short narrative written texts by using a variety of written language accurately, fluently and acceptable to interact with the surrounding environment.

3. The Indicators

- a. Answer the questions based on the text.
- b. Identifying main idea of the text.
- c. Identifying specific information of the text.
- d. Finding out words meaning of the text.

4. The Objectives of Learning

In the end of learning process:

- a. The students are able to answer the questions based on the text.
- b. Students are able to identifying main idea of the text.
- c. Students are able to identifying specific information of the text.
- d. Students are able to find out words meaning of the text.

❖ The students' characteristic are expected:

- Trustworthines
- Respect
- Dilligence

5. Materials

- Definition of narrative text

narrative text is a kind of text to retell the story that past tense. The purpose and social function of the narrative text is to entertain or to amuse the readers or listeners about the story.

Narrative text has a generic structure such as follows:

- a. Orientation : the part where the writer describes the setting, the context or situatiom in which the stroy takes place and the characters (who involved in the story)
 - b. Complication/Proble : the part where the writer introduces a problem, a change in the situation, or an action that require a response.
 - c. Resolution : the section where the writer present the way the problem has been resolved.
- The text of narrative text.
 - Narrative text use Grammar past

6. Time Allotment

2 x 40'

7. Teaching Method

K-W-L (Know-Want-Learned) Strategy

8. The Procedures of Teaching

No	Learning Activities	Time Allotment
1	Introduction Apperception: <ul style="list-style-type: none"> - Greeting the students. - Checking the students' attendance list. - Asking the students' knowledge about narrative texts and reading about Snow White. Motivation <ul style="list-style-type: none"> - Delivering the objectives of learning - Explaining the importance of the material 	15 Minute
2	Main Activities Exploration: In the exploration activity, the teacher: <ul style="list-style-type: none"> - Involves the students in looking for the wide informations about the topic/theme of the materials that will be studied by applying the K-W-L strategy. - Facilitates the students' interaction among the students with the teacher, the environment and other learning resources. 	60 minutes

	<ul style="list-style-type: none"> - Involves the students actively in each learning activity. <p>Elaboration:</p> <p>In the elaboration activity, the teacher:</p> <ul style="list-style-type: none"> - Explains about narrative text. - Gives the example of the narrative text. - Explains about K-W-L Strategy. - Gives a test which contains 10 questions and its form is a multiple choice. - Asks the students to answer test based on their understanding of the texts that have been learned. - Provides an opportunity for the students to think, solve problem and act without a fear. - Facilitates the students to compete in a sportive way to improve the learning objectives. <p>Confirmation:</p> <p>In the confirmation activity, the teacher:</p> <ul style="list-style-type: none"> - Asks the students to read and do the test - Collect student answer sheets. 	
	<p>Closing Activities (15 minutes)</p> <p>In the closing activity, the teacher:</p> <ul style="list-style-type: none"> - Discusses the text with the students. - Concludes the material with the students. 	

	<ul style="list-style-type: none"> - Reflects the activities that have done in the learning process and motivates the students. - Conveys the lesson plan for the next meeting. 	15 minutes
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9. Evaluation

Evaluation Technic	Evaluation Instrument	Sample of Instrument
Written test	Multiple Choice	1. Snow White ran from house ... a. At night b. At midnight c. In the evening d. In the morning

The Instructional Scoring:

$$\text{The student's score} = \frac{\text{the correct answer}}{\text{the total questions}} \times 100$$

10. Aspect of Assessment

Criteria	Score
Comprehension	5

Standard of each elements

Excellent	5
Very good	4

Good	3
Avarage	2
Poor	1

11. Learning Sources

Alifiyanti Nugrahani and Fernando. 2006. *Language To Use English*.

Jakarta: Piranti Darma Kalokatama.

Medan, February 11th 2017

Appendix II

Lesson Plan (Meeting II)

School's name	: MTsN 3 Medan
Subject	: English
Class/Semester	: VIII-4 / 2(genap)
Kind of Text	: Narrative Text
Theme	: Malin Kundang dan the Mouse Deer and the Elephant
Aspek/Skill	: Reading
Time Allocation	: 2 x 40 minutes
Meeting	: II

1. Standard of Competence :

1. Reading

The Understanding of functional meaning in the written text and simple short essays in narrative text form to interact with the surrounding environment.

2. Basic Competence :

1.1 the understanding in the form of a simple short narrative written texts by using a variety of written language accurately, fluently and acceptable to interact with the surrounding environment.

3. The Indicators

a. Answer the questions based on the text.

- b. Identifying main idea of the text.
- c. Identifying specific information of the text.
- d. Finding out words meaning of the text.

4. The Objectives of Learning

In the end of learning process:

- a. The students are able to answer the questions based on the text.
- b. Students are able to identifying main idea of the text.
- c. Students are able to identifying specific information of the text.
- d. Students are able to find out words meaning of the text.

❖ The students' characteristic are expected:

- Trustworthines
- Respect
- Dilligence

5. Materials

- Definition of narrative text

narrative text is a kind of text to retell the story that past tense. The purpose and social function of the narrative text is to entertain or to amuse the readers or listeners about the story.

Narrative text has a generic structure such as follows:

- d. Orientation : the part where the writer describes the setting, the context or situatiom in which the stroy takes place and the characters (who involved in the story)
- e. Complication/Proble : the part where the writer introduces a problem, a change in the situation, or an action that require a response.
- f. Resolution : the section where the writer present the way the problem has been resolved.
- The text of narrative text.
- Narrative text use Grammar Past.

6. Time Allotment

2 x 40'

7. Teaching Method

K-W-L (Know-Want-Learned) Strategy

8. The Procedures of Teaching

No	Learning Activities	Time Allotment
1	Introduction Apperception: <ul style="list-style-type: none"> - Greeting the students. - Checking the students' attendance list. - Asking the students' knowledge about narrative texts and reading about Snow White. Motivation <ul style="list-style-type: none"> - Delivering the objectives of learning - Explaining the importance of the material 	15 Minute
2	Main Activities Exploration: In the exploration activity, the teacher: <ul style="list-style-type: none"> - Involves the students in looking for the wide informations about the topic/theme of the materials that 	60 minutes

	<p>will be studied by applying the K-W-L strategy.</p> <ul style="list-style-type: none"> - Facilitates the students' interaction among the students with the teacher, the environment and other learning resources. - Involves the students actively in each learning activity. <p>Elaboration:</p> <p>In the elaboration activity, the teacher:</p> <ul style="list-style-type: none"> - Explains about narrative text. - Gives the example of the narrative text. - Explains about K-W-L Strategy. - Gives a test which contains 10 questions and its form is a multiple choice. - Asks the students to answer test based on their understanding of the texts that have been learned. - Provides an opportunity for the students to think, solve problem and act without a fear. - Facilitates the students to compete in a sportive way to improve the learning objectives. <p>Confirmation:</p> <p>In the confirmation activity, the teacher:</p> <ul style="list-style-type: none"> - Asks the students to read and do the test 	
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	- Collect student answer sheets.	
	Closing Activities (15 minutes) In the closing activity, the teacher: <ul style="list-style-type: none"> - Discusses the text with the students. - Concludes the material with the students. - Reflects the activities that have done in the learning process and motivates the students. - Conveys the lesson plan for the next meeting. 	15 inutes

9. Evaluation

Evaluation Technic	Evaluation Instrument	Sample of Instrument
Written test	Multiple Choice	1. How many sister did she have in the text above ... a. None b. 2 sisters c. 3 sisters d. 5 sisters

The Instructional Scoring:

$$\text{The student's score} = \frac{\text{the correct answer}}{\text{the total questions}} \times 100$$

10. Aspect of Assessment

Criteria	Score
Comprehension	5

Standard of each elements

Excellent	5
Very good	4
Good	3
Avarage	2
Poor	1

11. Learning Sources

Alifiyanti Nugrahani and Fernando. 2006. *Language To Use English*.
 Jakarta: Piranti Darma Kalokatama.

Medan, February 18th 2017

Appendix III

Lesson Plan

School's name	: MTsN 3 Medan
Subject	: English
Class/Semester	: VIII-4 / 2(genap)
Kind of Text	: Narrative Text
Theme	: Cinderella
Aspek/Skill	: Reading
Time Allocation	: 2 x 40 minutes
Meeting	: III

1. Standard of Competence :

1. Reading

The Understanding of functional meaning in the written text and simple short essays in narrative text form to interact with the surrounding environment.

2. Basic Competence :

1.1 the understanding in the form of a simple short narrative written texts by using a variety of written language accurately, fluently and acceptable to interact with the surrounding environment.

3. **The Indicators**

1. Answer the questions based on the text.
2. Identifying main idea of the text.
3. Identifying specific information of the text.
4. Finding out words meaning of the text.

4. **The Objectives of Learning**

In the end of learning process:

- a. The students are able to answer the questions based on the text.
- b. Students are able to identifying main idea of the text.
- c. Students are able to identifying specific information of the text.
- d. Students are able to find out words meaning of the text.

❖ The students' characteristic are expected:

- Trustworthines
- Respect
- Dilligence

5. **Materials**

- Definition of narrative text

narrative text is a kind of text to retell the story that past tense. The purpose and social function of the narrative text is to entertain or to amuse the readers or listeners about the story.

Narrative text has a generic structure such as follows:

- a. Orientation : the part where the writer describes the setting, the context or situatiom in which the stroy takes place and the characters (who involved in the story)

- b. Complication/Proble : the part where the writer introduces a problem, a change in the situation, or an action that require a response.
- c. Resolution : the section where the writer present the way the problem has been resolved.

- The text of narrative text.
- Narrative text use Grammar Past.

6. Time Allotment

2x40'

7. Teaching Method

K-W-L (Know-Want-Learned) Strategy

8. The Procedures of Teaching

No	Learning Activities	Time Allotment
1	<p>Introduction</p> <p>Apperception:</p> <ul style="list-style-type: none"> - Greeting the students. - Checking the students' attendance list. - Asking the students' knowledge about narrative texts and reading about Snow White. <p>Motivation</p> <ul style="list-style-type: none"> - Delivering the 	15 Minute

	<p>objectives of learning</p> <ul style="list-style-type: none"> - Explaining the importance of the material 	
2	<p>Main Activities</p> <p>Exploration:</p> <p>In the exploration activity, the teacher:</p> <ul style="list-style-type: none"> - Involves the students in looking for the wide informations about the topic/theme of the materials that will be studied by applying the K-W-L strategy. - Facilitates the students' interaction among the students with the teacher, the environment and other learning resources. - Involves the students actively in each learning activity. <p>Elaboration:</p> <p>In the elaboration</p>	60 minutes

	<p>activity, the teacher:</p> <ul style="list-style-type: none"> - Explains about narrative text. - Gives the example of the narrative text. - Explains about K-W-L Strategy. - Gives a test which contains 10 questions and its form is a multiple choice. - Asks the students to answer test based on their understanding of the texts that have been learned. - Provides an opportunity for the students to think, solve problem and act without a fear. - Facilitates the students to compete in a sportive way to improve the learning objectives. <p>Confirmation:</p> <p>In the confirmation activity, the teacher:</p> <ul style="list-style-type: none"> - Asks the students to 	
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	read and do the test - Collect student answer sheets.	
	Closing Activities (15 minutes) In the closing activity, the teacher: <ul style="list-style-type: none"> - Discusses the text with the students. - Concludes the material with the students. - Reflects the activities that have done in the learning process and motivates the students. - Conveys the lesson plan for the next meeting. 	15 inutes

9. Evaluation

Evaluation Technic	Evaluation Instrument	Sample of Instrument
Written test	Multiple Choice	1. How many sister did she have in the text above ... e. None f. 2 sisters g. 3 sisters

		h. 5 sisters
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The Instructional Scoring:

$$\text{The student's score} = \frac{\text{the correct answer}}{\text{the total questions}} \times 100$$

10. Aspect of Assessment

Criteria	Score
Comprehension	5

Standard of each elements

Excellent	5
Very good	4
Good	3
Avarage	2
Poor	1

11. Learning Sources

Alifiyanti Nugrahani and Fernando. 2006. *Language To Use English*.

Jakarta: Piranti Darma Kalokatama.

Medan, February 25th 2017

Appendix IV**PRE-TEST
(CYCLE I)****Name :****Grade :****Time :****Intruption: Read the text and choose the right answer based on the text!****Text I****SNOW WHITE**

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle beacuse her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White did not want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, “what is your name?” Snow White said, “my name is Snow White”.

Doc said, “If you wish, you may live here with us”. Snow White said, “Oh could I?” Then Snow White told the dwarfs the whole story and Snow White and the 7 dwarfs lived happily ever after.

1. Snow White ran from house, because ...
 - a. Her uncle and aunt will leaving Snow White in the castle because they both wanted to go to America
 - b. Her parents were died
 - c. Her uncle and aunt wanted Snow White leave the castle.
 - d. Snow White felt bored in the castle.
2. Snow White ran from house ...
 - d. At night
 - e. At midnight
 - f. In the evening
 - g. In the morning
3. The third paragraph describes in detail ...
 - a. Where Snow White’s aunt and uncle had breakfast
 - b. What Snow White did after hearing her uncle’s plan
 - c. How Snow White went into the cottage
 - d. Whom Snow White met in the woods
4. The dwarf said, “If you wish, you may live here with us.” What did the dwarf mean with the words underlined?
 - a. He asked Snow White for permission to stay with her
 - b. He offered Snow White to stay with them

- c. He showed his interest in Snow White
 - d. He wishes to stay with Snow White
5. "Snow White didn't want her uncle and aunt to do this so she decided to run away." (Paragraph 3). The synonym of the underlined word is ...
- a. flee
 - b. hold
 - c. appear
 - d. reach

Text 2

CINDERELLA

Once upon a time there was a beautiful girls called Cinderella. She lived with her stepsister and stepmother. They were very bossy. She had to do all the house work.

One day an invitation to the ball came to the family. Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the ball without her.

Fortunately, the fairy good mother came and helped her to get to the ball. At the ball, Cinderella a danced with the prince. The prince fell in love with her then he married her. They lived happily ever after.

- 6. How many sisters did she have in the text above ...
 - a. None
 - b. 2 sisters
 - c. 3 sisters
 - d. 5 sisters
- 7. Who helped her to get the ball ...
 - a. Mother
 - b. Stepmother
 - c. Fairy good mother
 - d. Father
- 8. Which of the following is NOT TRUE according to the text ...
 - a. Cinderella lived with her stepmother
 - b. Cinderella felt happy with prince
 - c. Cinderella was helped by a fairy to get the ball

- d. Cinderella was helped by her stepsister to do all housework
9. “They were very bossy.” (Paragraph 1)

The word ‘bossy’ means...

- a. furious
 - b. arrogant
 - c. domineering
 - d. sensitive
10. What is the main idea of paragraph 3 ...
- a. The fairy go mother came to helped Snow White
 - b. prince and Snow White married and lived happily ever after
 - c. Cinderella danced with the prince
 - d. Cinderella was very sad

Story of Toba Lake

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. The did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got furious, and shouted; “You damned daughter of a fish”. The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broke his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big

earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

11. What is the main idea of paragraph 3 ?
 - a. The motehr started crying, felt sad that her husband had broken his promise
 - b. His daughter would help bringing lunch to her father out in the fields
 - c. His daughter was so hungry and she ate his father's lunch
 - d. The daughter ran home and asked her mother
12. What did a man in his daily life ?
 - a. Gardening and fishing
 - b. Tailor
 - c. Teacher
 - d. Farming
13. Finally, what happened to the man ?
 - a. He sunk
 - b. He turned into a lake
 - c. He turned into an island
 - d. He attacked by earthquake
14. What can we learn from the text above ?
 - a. We must obey our parents
 - b. We must not break our promise
 - c. We must not eat our father's meal
 - d. We must go fishing to find a golden fish
15. How many child do they have according to the text ?
 - a. 2
 - b. 1
 - c. 3
 - d. None
16. "Her husband had broken his promise". (paragraph 3)
The synonym of the words underline is ...

- a. ruin
- b. build
- c. compose
- d. keep

The mouse deer and the elephant

One day, there was a mouse deer. He was trapped in a hole that had been made by a group of hunters.

The mouse deer screamed for help but no one heard him. It was hopeless for him to escape from the trap. He waited and waited and finally an elephant came. He was happy and asked for help but the elephant was not smart enough to help him. The elephant did not know how to do.

In the end, the mouse deer got a bright idea. He said to the elephant, "Come down here! Come down to this hole so you can help me get out!" Foolishly The elephant agreed and followed the mouse deer's order. The elephant jumped down to the hole.

Of course the mouse deer quickly hopped on the elephant's body and then hopped out of the hole. He was free and leaving the elephant trapped in the hole in turn.

17. Who was trapped in the hole that had been made by the hunters ?
 - a. Elephant
 - b. Mouse deer
 - c. Snake
 - d. Tiger
18. What is the main idea of paragraph 2 ?
 - a. Mouse deer asked to elephant for help him to escape from the trap
 - b. The elephant helped mouse deer from the jungle
 - c. The mouse deer got a bright idea
 - d. The mouse deer and elephant jumped from the trap together
19. Finally, what did happen to the elephant ?
 - a. The elephant didn't what mouse deer said
 - b. The elephant into trapped in the hole in turn

- c. The elephant said thanyou to mouse deer
 - d. The elephant helped mouse deer with him body
20. "Foolishly the elephant agreed...". (paragraph 3)

The synonym of the words underline is ...

- a. lazy
- b. dilligent
- c. embarrasse
- d. stupid

Malin Kundang

Once upon a time, lived a diligent and smart boy named Malin Kundang. He lived in the seashore with his old mother. They lived harmonious and quite happy although lived in the poorness.

One day, a big ship moored to the beach near Malin's village. People from the big ship asked peoples to join and work in their ship because they would go to the cross island. Malin Kundang was interesting, he wanted to join with the big ship because he wanted to improve life quality of his family. But, The mother worried to Malin, so Malin didn't get the permission from mother. Then, Malin still kept his arguments up until his mother said yes. Finally, he joined and sailed with big ship.

After five years later, Malin Kundang became rich Merchant because he success on the Inter- Island trading. After that, he married with beautiful daughter from another rich merchant. Then, he came back to his village with his beautiful wife. His wife didn't know Malin's real family and descent. Hearing this good news, Malin's mother ran quickly approached Malin with happiness. She brought a plate of Bika cake because Malin very loved it. But, what she get, Malin acted never know who she is. Malin didn't recognize that old woman as his poor mother, and then he kicked the Bika cake which brought by Malin's mother until broke in pieces.

The mother was very broken heart because Malin seditious with she, the woman who had growth and born him to the world. Then, his mother said that if he was not her malin, he would go with happiness. But, if he was truly her Malin, she cursed Malin to be a stone.

Suddenly, the big ship of Malin Kundang was vacillated by a Big rain and storm. It made all of his crew in the big ship tossed aside out. Malin realized that was his mistake that seditious his mother. Thunder came to his big ship and the ship broke in many pieces. Several pieces come to the malin's village. Finally, her mother found Malin Kundang bowed down and he became a stone.

21. What is the name of a man in the story ..
 - a. Maling Kundang
 - b. Malik Kundang
 - c. Malin Kundang
 - d. Marin Kundang
22. Who lived with Malin according to text ...
 - a. His old mother
 - b. His ols father
 - c. Beautiful daughter
 - d. His grandmother
23. Malin wanted to join with the big ship because ...
 - a. He wanted to be a rich man
 - b. He wanted marry a beautiful daughter
 - c. He wanted make his mother happy
 - d. He wanted to improve life quality of his family
24. Who is the wife of Malin ...
 - a. His neighbor
 - b. Rich merchant
 - c. Beautiful daughter from another rich merchant
 - d. Beautiful daughter
25. "She brought a plate of Bika cake because Malin very loved it". In the sentence It refers to ... (paragraph 3)
 - a. A plate
 - b. Bika cake
 - c. Ship
 - d. Village
26. What is the main idea of paragraph 2 ...

- a. He joined and worked with big ship
 - b. A mother worried to Malin
 - c. Malin to be a rich man
 - d. Malin married with beautiful daughter
27. Which of the following is NOT TRUE according to the text ...
- a. His mother cursed Malin to be a stone
 - b. Malin to be a rich man
 - c. Malin came back to his village for meet his mother
 - d. Malin married with beautiful women
28. What is main idea in paragraph 4 ...
- a. Malin's mother disappointed to behavior of Malin and cuss Malin
 - b. Malin's mother hope to Malin for change his attitude
 - c. Malin didn't recognize his mother
 - d. Malin came back to his village with feel happy
29. Finally, what happened to Malin ?
- a. Malin Kundang bowed down to his mother and he become a stone
 - b. The big ship of Malin Kundang was vacillated by a Big rain and storm
 - c. Malin realized that was his mistake
 - d. Msalin felt sad and repent
30. "Malin Kundang was interested". The synonym of the underlined word is ...
- a. comfort
 - b. join
 - c. follow
 - d. attract

Appendix V**READING TEST
(CYCLE I)****Name :****Class :****Time :****Intruccion: Read the text and choose the right answer based on the text!****Text 1****CINDERELLA**

Once upon a time there was a beautiful girls called Cinderella. She lived with her stepsister and stepmother. They were very bossy. She had to do all the house work.

One day an invitation to the ball came to the family. Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the ball without her.

Fortunately, the fairy good mother came and helped her to get to the ball. At the ball, Cinderella danced with the prince. The prince fell in love with her then he married her. They lived happily ever after.

1. "They were very bossy." (Paragraph 1)

The word 'bossy' means...

- a. furious
 - b. arrogant
 - c. domineering
 - d. sensitive
2. How many sisters did she have in the text above ?
 - a. None
 - b. 2 sisters
 - c. 3 sisters
 - d. 5 sisters
 3. Who helped her to get to the ball ...?
 - a. Mother
 - b. Stepmother
 - c. Fairy good mother
 - d. Father
 4. What is the main idea of paragraph 3 ...
 - a. The fairy good mother came to help Snow White
 - b. prince and Snow White married and lived happily ever after
 - c. Cinderella danced with the prince
 - d. Cinderella was very sad
 5. Which of the following is NOT TRUE according to the text ...
 - a. Cinderella lived with her stepmother
 - b. Cinderella felt happy with prince
 - c. Cinderella was helped by a fairy to get to the ball
 - d. Cinderella was helped by her stepsister to do all housework

Text 2

SNOW WHITE

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White did not want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "what is your name?" Snow White said, "my name is Snow White".

Doc said, "If you wish, you may live here with us". Snow White said, "Oh could I?" Then Snow White told the dwarfs the whole story and Snow White and the 7 dwarfs lived happily ever after.

6. The third paragraph describes in detail ...
 - a. Where Snow White's aunt and uncle had breakfast
 - b. What Snow White did after hearing her uncle's plan
 - c. How Snow White went into the cottage
 - d. Whom Snow White met in the woods
7. Snow White ran from house, because ...
 - a. Her uncle and aunt will leaving Snow White in the castle because they both wanted to go to America
 - b. Her parents were died
 - c. Her uncle and aunt wanted Snow White leave the castle.
 - d. Snow White felt bored in the castle.
8. Snow White ran from house ...
 - a. At night
 - b. At midnight

- c. In the evening
 - d. In the morning
9. "Snow White didn't want her uncle and aunt to do this so she decided to run away." (Paragraph 3). The synonym of the underlined word is ...
- a. flee
 - b. hold
 - c. appear
 - d. reach
10. The dwarf said, "If you wish, you may live here with us." What did the dwarf mean with the words underlined?
- a. He asked Snow White for permission to stay with her
 - b. He offered Snow White to stay with them
 - c. He showed his interest in Snow White
 - d. He wishes to stay with Snow White

Text 3

The mouse deer and the elephant

One day, there was a mouse deer. He was trapped in a hole that had been made by a group of hunters.

The mouse deer screamed for help but no one heard him. It was hopeless for him to escape from the trap. He waited and waited and finally an elephant came. He was happy and asked for help but the elephant was not smart enough to help him. The elephant did not know how to do.

In the end, the mouse deer got a bright idea. He said to the elephant, "Come down here! Come down to this hole so you can help me get out!" Foolishly The elephant agreed and followed the mouse deer's order. The elephant jumped down to the hole.

Of course the mouse deer quickly hopped on the elephant's body and then hopped out of the hole. He was free and leaving the elephant trapped in the hole in turn.

11. What is the main idea in paragraph 2 ?
- a. Mouse deer asked to elephant for help him to escape from the trap

- b. The elephant helped mouse deer from the jungle
 - c. The mouse deer got a bright idea
 - d. The mouse deer and elephant jumped from the trap together
12. Who was trapped in hole that had been made by hunters ?
- a. Elephant
 - b. Mouse deer
 - c. Snake
 - d. Tiger
13. "Foolishly the elephant agreed...". (paragraph 3)
- The synonym of the words underline is ...
- a. lazy
 - b. diligent
 - c. embarrass
 - d. stupid
14. Finally, what did happen to the elephant ?
- a. The elephant didn't what mouse deer said
 - b. The elephant into trapped in the hole in turn
 - c. The elephant said thanyou to mouse deer
 - d. The elephant helped mouse deer with him body

Text 4

Malin Kundang

Once upon a time, lived a diligent and smart boy named Malin Kundang. He lived in the seashore with his old mother. They lived harmonious and quite happy although lived in the poorness.

One day, a big ship moored to the beach near Malin's village. People from the big ship asked peoples to join and work in their ship because they would go to the cross island. Malin Kundang was interesting, he wanted to join with the big ship because he wanted to improve life quality of his family. But, The mother worried to Malin, so Malin didn't get the permission from mother. Then, Malin still kept his arguments up until his mother said yes. Finally, he joined and sailed with big ship.

After five years later, Malin Kundang became rich Merchant because he success on the Inter- Island trading. After that, he married with beautiful daughter from another rich merchant. Then, he came back to his village with his beautiful wife. His wife didn't know Malin's real family and descent. Hearing this good news, Malin's mother ran quickly approached Malin with happiness. She brought a plate of Bika cake because Malin very loved it. But, what she get, Malin acted never know who she is. Malin didn't recognize that old woman as his poor mother, and then he kicked the Bika cake which brought by Malin's mother until broke in pieces.

The mother was very broken heart because Malin seditious with she, the woman who had growth and born him to the world. Then, his mother said that if he was not her malin, he would go with happiness. But, if he was truly her Malin, she cursed Malin to be a stone.

Suddenly, the big ship of Malin Kundang was vacillated by a Big rain and storm. It made all of his crew in the big ship tossed aside out. Malin realized that was his mistake that seditious his mother. Thunder came to his big ship and the ship broke in many pieces. Several pieces come to the malin's village. Finally, her mother found Malin Kundang bowed down and he became a stone.

15. What is the named of a man in the story ..
 - a. Maling Kundang
 - b. Malik Kundang
 - c. Malin Kundang
 - d. Marin Kundang
16. Who lived with Malin accordingto the text ...
 - a. His old mother
 - b. His ols father
 - c. Beautiful daughter
 - d. His grandmother
17. Malin wanted to join with the big ship because ...
 - a. He wanted to be a rich man
 - b. He wanted marry a beautiful daughter
 - c. He wanted make his mother happy

- d. He wanted to improve life quality of his family
18. Who is the wife of Malin ...
- a. his neighbor
 - b. rich merchant
 - c. beautiful daughter from another rich merchant
 - d. beautiful daughter
19. "She brought a plate of Bika cake because Malin very loved it". In the sentence It refers to ... (paragraph 3)
- a. A plate
 - b. Bika cake
 - c. Ship
 - d. Village
20. Which of the following is NOT TRUE according to the text ...
- a. His mother cursed Malin to be a stone
 - b. Malin to be a rich man
 - c. Malin came back to his village for meet his mother
 - d. Malin married with beatiful women
21. What is the main idea in paragraph 2 ...
- a. He joined and worked with big ship
 - b. A mother worried to Malin
 - c. Malin to be a rich man
 - d. Malin married with beautiful daughet
22. What is main idea of paragraph 4 ...
- a. Malin's mother disappointed to behavior of Malin and cuss Malin
 - b. Malin's mother hope to Malin for change his attitude
 - c. Malin didn't recognize his mother
 - d. Malin came back to his village with feel happy
23. Finally, what happened to Malin ?
- a. Malin Kundang bowed down to his mother and he become a stone
 - b. The big ship of Malin Kundang was vacillated by a Big rain and strom
 - c. Malin realized that was his mistake
 - d. Malin felt sad and repent

24. “Malin Kundang was interested”. The synonym of the underlined word is

...

- a. comforted
- b. joined
- c. followed
- d. attracted

Story of Toba Lake

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was doing fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He fell in love with her and proposed her to be his wife. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got furious, and shouted; “You damned daughter of a fish”. The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broke his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

25. What did a man in his daily life ?

- a. Gardening and fishing
- b. Tailor
- c. Teacher
- d. Farming

26. What is the main idea of paragraph 3 ?

- a. The motehr started crying, felt sad that her husband had broken his promise
 - b. His daughter would help bringing lunch to her father out in the fields
 - c. His daughter was so hungry and she ate his father's lunch
 - d. The daughter ran home and asked her mother
27. What can we learn from the text above ?
- a. We must obey our parents
 - b. We must not break our promise
 - c. We must not eat our father's meal
 - d. We must go fishing to find a golden fish
28. How many child do they have according to the text ?
- a. 2
 - b. 1
 - c. 3
 - d. None
29. Finally, what happened to the man ?
- a. He sunk
 - b. He turned into a lake
 - c. He turned into an island
 - d. He attacked by earthquake
30. "Her husband had broken his promise". (paragraph 3)
The synonym of the underline word is ...
- a. ruin
 - b. build
 - c. compose
 - d. keep

Appendix VI**THE ANSWER KEY OF THE TEST****Pre-Test**

1. a	11. c	21. c
2. d	12. a	22. a
3. c	13. c	23. d
4. b	14. b	24. c
5. a	15. b	25. b
6. a	16. a	26. a
7. c	17. b	27. c
8. d	18. a	28. a
9. c	19. b	29. a
10. b	20. d	30. d

Post-Test

1. c	11. a	21. a
2. a	12. b	22. a
3. c	13. d	23. a
4. b	14. b	24. d
5. d	15. c	25. a

6. c	16. a	26. c
7. a	17. d	27. b
8. d	18. c	28. b
9. a	19. b	29. c
10. b	20. c	30. a

Appendix VII

THE SCHEDULE OF MEETINGS

MEETINGS	CYCLES	TESTS
Meeting I	Cycle I	Pre-Test
Meeting II	Cycle I	
Meeting III	Cycle I	Post-Test

Appendix VIII

The Students' Score In The Pre-Test Of Cycle I

Grade VIII-4

MTsN 3 Medan

No.	The Initial Of Studens' Name	The Syudent' Score Description	
		Score	Criteria (> 75)
1.	ARA	52	FAILED
2.	AT	75	PASSED
3.	AF	59	FAILED
4.	ABA	66	FAILED
5.	AS	79	PASSED
6.	AAH	46	FAILED
7.	CP	46	FAILED
8.	CS	56	FAILED
9.	EA	52	FAILED

10.	FF	59	FAILED
11.	GSP	52	FAILED
12.	HH	66	FAILED
13.	KN	59	FAILED
14.	MAFG	56	FAILED
15.	MHA	62	FAILED
16.	KAR	69	FAILED
17.	MSH	69	FAILED
18.	NI	59	FAILED
19.	NA	66	FAILED
20.	NN	62	FAILED
21.	NW	39	FAILED
22.	NS	66	FAILED
23.	PAD	75	PASSED
24.	RA	66	FAILED
25.	RAL	59	FAILED
26.	RS	69	FAILED
27.	RAG	75	PASSED
28.	SB	69	FAILED
29.	SBL	79	PASSED
30.	SGP	69	FAILED
31.	SAS	75	PASSED
32.	SNR	75	PASSED
33.	SM	75	PASSED
34.	SIG	56	FAILED
35.	SR	75	PASSED
36.	SIA	66	FAILED
37.	TR	82	PASSED
38.	TA	62	FAILED
39.	WH	69	FAILED
40.	ZFZ	69	FAILED

Total	$\Sigma = 2580$ $\bar{X} = 64,5$
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Appendix IX

THE PERCENTAGE OF THE STUDENTS' SCORE IN PRE-TEST OF CYCLE I

Criteria	Total Students	Percentage
Passed	10	25%
Failed	30	75%
TOTAL	40	100%

Appendix X

The Students' Score In The Post-Test Of Cycle I

Grade VIII-4

MTsN 3 Medan

No.	The Initial of Studens' Name	The Students' Score Description	
		Score	Criteria (> 75)
1.	ARA	79	PASSED
2.	AT	92	PASSED
3.	AF	82	PASSED
4.	ABA	92	PASSED
5.	AS	95	PASSED
6.	AAH	75	PASSED
7.	CP	82	PASSED

8.	CS	82	PASSED
9.	EA	79	PASSED
10.	FF	75	PASSED
11.	GSP	79	PASSED
12.	HH	82	PASSED
13.	KN	82	PASSED
14.	MAFG	75	PASSED
15.	MHA	89	PASSED
16.	KAR	92	PASSED
17.	MSH	92	PASSED
18.	NI	75	PASSED
19.	NA	89	PASSED
20.	NN	92	PASSED
21.	NW	75	PASSED
22.	NS	82	PASSED
23.	PAD	92	PASSED
24.	RA	95	PASSED
25.	RAL	79	PASSED
26.	RS	89	PASSED
27.	RAG	92	PASSED
28.	SB	82	PASSED
29.	SBL	92	PASSED
30.	SGP	89	PASSED
31.	SAS	95	PASSED
32.	SNR	92	PASSED
33.	SM	82	PASSED
34.	SIG	75	PASSED
35.	SR	89	PASSED
36.	SIA	79	PASSED
37.	TR	92	PASSED
38.	TA	89	PASSED

39.	WH	79	PASSED
40.	ZFZ	75	PASSED
Total		$\Sigma = 3394$ $\bar{X} = 84,85$	

Appendix XI

THE PERCENTAGE OF THE STUDENTS' SCORE IN POST-TEST OF CYCLE I

Criteria	Total Students	Percentage
Passed	40	100%
Failed	0	0
TOTAL	40	100%

Appendix XII

THE OBSERVATION SHEET (Meeting I, February 11th 2017)

No	Focus	Activities	Meeting I	
			Yes	No
1	The researcher as the teacher	1. The teacher comes on time	√	
		2. The teacher greets the students	√	
		3. The teacher checks the students' attendance list	√	
		4. The teacher delivers the	√	

		learning objectivities		
		5. The teacher explains the narrative text	√	
		6. The teacher gives the text to the students	√	
		7. The teacher gives the opportunities for the students to ask a question if they do not understand the learning material	√	
		8. The teacher manages the learning sources	√	
		9. The teacher gives the learning sources	√	
		10. The teacher manages the time effectively	√	
		11. The teacher concludes the lesson	√	
		12. The teacher manages the class effectively		√
		13. The teacher conveys the next lesson plan	√	
2	The students	14. The students come on time		√
		15. The students answer the teacher's greeting	√	
		16. The students listen and pay attention to the teacher's explanation		√
		17. The students study seriously		√
		18. The students answer the questions which are given by the teacher	√	

		19. The students are interested and enthusiastic in learning reading narrative text by using K-W-L learning strategy	√	
		20. The students read the text and answer the questions	√	
		21. The students give good responses to the material given	√	
		22. The students uses the dictionary to find the meaning	√	
		23. The students use dictionary to do the test		√
		24. All of the students answer the test given	√	
3	The context	25. The classroom is noisy	√	
		26. The classroom is comfortable		√
		27. The classroom has medias, such as: whiteboard, marker, and duster.	√	

Medan, February 11th 2017

Appendix XIII

THE OBSERVATION SHEET (Meeting II, February 18th 2017)

No	Focus	Activities	Meeting I	
			Yes	No
1	The researcher as the teacher	1. The teacher comes on time	√	
		2. The teacher greets the students	√	
		3. The teacher checks the students' attendance list	√	
		4. The teacher delivers the	√	

		learning objectives		
		5. The teacher explains the narrative text	√	
		6. The teacher gives the text to the students	√	
		7. The teacher gives the opportunities for the students to ask a question if they do not understand the learning material	√	
		8. The teacher manages the learning sources	√	
		9. The teacher gives the learning sources	√	
		10. The teacher manages the time effectively	√	
		11. The teacher concludes the lesson	√	
		12. The teacher manages the class effectively	√	
		13. The teacher conveys the next lesson plan	√	
2	The students	14. The students come on time	√	
		15. The students answer the teacher's greeting	√	
		16. The students listen and pay attention to the teacher's explanation	√	
		17. The students study seriously	√	
		18. The students answer the questions which are given by the teacher	√	

		19. The students are interested and enthusiastic in learning rereading narrative text by using K-W-L learning strategy	√	
		20. The students read the text and answer the questions	√	
		21. The students give good responses to the material given	√	
		22. The students uses the dictionary to find the meaning	√	
		23. The students use dictionary to do the test	√	
		24. All of the students answer the test given	√	
3	The context	25. The classroom is noisy		√
		26. The classroom is comfortable		√
		27. The classroom has medias, such as: whiteboard, marker, and duster.	√	

Medan, February 18th 2017

Appendix XIV

THE OBSERVATION SHEET (Meeting III, February 25th 2017)

No	Focus	Activities	Meeting I	
			Yes	No
1	The researcher as the teacher	1. The teacher comes on time	√	
		2. The teacher greets the students	√	
		3. The teacher checks the students' attendance list	√	
		4. The teacher delivers the	√	

		learning objectives		
		5. The teacher explains the narrative text	√	
		6. The teacher gives the text to the students	√	
		7. The teacher gives the opportunities for the students to ask a question if they do not understand the learning material	√	
		8. The teacher manages the learning sources	√	
		9. The teacher gives the learning sources	√	
		10. The teacher manages the time effectively	√	
		11. The teacher concludes the lesson	√	
		12. The teacher manages the class effectively	√	
		13. The teacher conveys the next lesson plan	√	
2	The students	14. The students come on time	√	
		15. The students answer the teacher's greeting	√	
		16. The students listen and pay attention to the teacher's explanation	√	
		17. The students study seriously	√	
		18. The students answer the	√	

		questions which are given by the teacher		
		19. The students are interested and enthusiastic in learning rereading narrative text by using K-W-L learning strategy	√	
		20. The students read the text and answer the questions	√	
		21. The students give good responses to the material given	√	
		22. The students uses the dictionary to find the meaning	√	
		23. The students use dictionary to do the test	√	
		24. All of the students answer the test given	√	
3	The context	25. The classroom is noisy		√
		26. The classroom is comfortable	√	
		27. The classroom has medias, such as: whiteboard, marker, and duster.	√	

Medan, February 25th 2017

Appendix XV

THE INTERVIEW REPORT

The Interview Result With The English Teacher Before Conducting The Research

- | | |
|------------------------------------|---|
| The Researcher | : How long have you been teaching in this school ? |
| The Teacher | : I have been teaching in MTs N 3 Medan for twenty years. |
| The Researcher | : What do you think about the students' interest and achievement to study English especially in reading narrative test ? |
| The Teacher | : They interest in study English but the students still low, especially in reading. They are difficult to find the main ide, they are also difficult to know meaning the words. |
| The Researcher
reading ? | : What kind of learning strategy do you usually use to teach |
| The Teacher | : Usually, I devided the students to make a groups. I give material text, they read and discussing about the topic. |
| The Researcher
reading ? | : Is it important to use a learning strategy in teaching |
| The Teacher
more active. | : Yes, I think it is important because to encourage students |

The Researcher : Do you know about K-W-L strategy ? Do you apply it in the classroom?

The Teacher : I ever hear about the strategy, but I never apply it.

The Interview Result With The Students Before Conducting The Research

The Researcher : Menurut kamu pembelajaran bahasa Inggris sulit atau susah ?

Student I : Menurut saya pembelajaran bahasa Inggris sulit, karena terkadang tidak tahu arti dari kata.

Student II : Menurut saya Miss, ada susah dan ada gampang. Susahnya kalau menjawab pertanyaan berdasarkan teks.

Student III : Kalau menurut saya, pembelajaran bahasa Inggris susah. Bingung artinya, pengucapannya dan menentukan ide dalam teks.

The Researcher : Bagaimana menurut kamu reading dalam bahasa Inggris?

Student I : Reading itu membaca teks yang harus kita tahu makna isinya.

Student II : Kemampuan membaca untuk mengerti seluruh isinya.

Student III : Membaca dan memahami isi teks.

The Researcher : Bagaimana biasanya guru mengajar reading di dalam kelas ?

Student I : Biasanya dibagi kelompok dan mendiskusikan materi teks.

Student II : Membaca satu per satu teks.

Student III : Membaca teks lalu mengartikan serta menjawab soal dari teks.

The Interview Result With The English Teacher After Conducting The Research

The Researcher : What do you think about KWL strategy to the students' achievement ?

The Teacher : I think KWL strategy is good to apply in learning English subject especially reading. I saw their improvement in their score after studying by using KWL strategy and they were also interested.

The Researcher : Do you think KWL learning strategy is suitable to be applied ?

The Teacher : I think KWL strategy suitable to use in teaching reading. It can increase the students' knowledge in understanding the text as a whole.

The Interview Result With Students After Conducting The Research

The Researcher : Apa pendapat kamu tentang strategi K-W-L dalam pembelajaran reading materi narrative text ?

Student I : Strategy KWL membuat saya mudah untuk memahami teks secara keseluruhan.

- StudentII** : Saya senang belajar dengan menggunakan strategi ini miss, karena lebih mudah untuk mempelajari reading.
- StudentIII** : Menyenangkan Miss, karena strategy KWL memudahkan kami untuk menentukan ide pokok teks.
- The Researcher** : Dengan menggunakan strategy ini apakah sulit mempelajari reading ?
- StudentI** : Tidak susah, karena dari teknik tersebut membantu saya untuk mengetahui point penting dari setiap paragraf.
- StudentII** : Gampang Miss, karena strategi ini kami hanya perlu mengisi kolom-kolom yang telah diberikan dan isi dari kolom membantu untuk memahami secara keseluruhan teks.
- StudentIII** : Mudah Miss, susahnyanya hanya dengan mengartikannya saja.
- Appendix XVI**

The Students' Initial and Name List

No.	The Studens' Name	The Studens' Initial
1.	ABDURRAHMAN RA	ARA
2.	AHYUNDA TRISNADIA	AT
3.	AISYAH FADILA	AF
4.	AURA BALQIS ANANDA	ABA
5.	AYUNDA SALSABILA	AS
6.	AZRA ALFIYAH HUSNA	AAH
7.	CINDY PURNAMA	CP
8.	CINTA SALSABILA	CS
9.	ELDINO AKBAR	EA
10.	FAKHITA FAHRINI	FF
11.	GILANG SACIRA POLI	GSP
12.	HALAMSYAH HAMDANI	HH
13.	KHAIRUNNISA	KN
14.	M. AL-FIKRI GUNAWAN	MAFG
15.	M. HAFIZ ASHARI	MHA
16.	KHAINUR AR-RASYID	KAR

17.	M. SAKTI HIDAYAT	MSH
18.	NANA ISMAIL	NI
19.	NATASYA AULIA	NA
20.	NAZUA NABILA	NN
21.	NUR WULANDARI	NW
22.	NURUL SUECI	NS
23.	PUTRI AUDIA DEWI	PAD
24.	RANGGA ADITYA	RA
25.	RIFLI AIDIL LUBIS	RAL
26.	RIZKA SAHILLA	RS
27.	RIZKY ALIF GIFARI	RAG
28.	SALSABILA	SB
29.	SALSABILLA	SBL
30.	SARAH GALUH PUSPITA	SGP
31.	SARI ANNISA SRG	SAS
32.	SITI NUR-RAHMA	SNR
33.	SYAHRIN MUBARAK	SM
34.	SYAHRIJAL ILNAN G	SIG
35.	SYAHRI RACHMAYANA	SR
36.	SYIFA IHSANI AZLA	SIA
37.	TAZKIA RAMDHANI	TR
38.	TRIBOWO ANANTO	TA
39.	WALID HUDAS	WH
40.	ZIHAN FADILA ZULFIKAR	ZFZ

Appendix XVII

THE TESTING HYPOTHESIS THE STATISTIC ANALYSIS OF THE RESULT OF STUDENTS' SCORE IN THE PRE-TEST AND POST-TEST

No	Pre-Test in Cycle I	Post-Test in Cycle II	D	D ²
1.	52	82	30	900
2.	75	92	17	289
3.	59	82	29	841
4.	66	92	26	676
5.	79	95	16	256
6.	46	75	29	841
7.	46	82	36	1296
8.	56	82	26	676
9.	52	79	27	729
10.	59	75	16	256
11.	52	79	27	729
12.	66	82	16	256
13.	59	82	23	529
14.	56	75	19	361

15.	62	89	27	729
16.	69	92	23	529
17.	69	92	23	529
18.	59	75	16	256
19.	66	89	23	529
20.	62	92	30	900
21.	39	75	36	1296
22.	66	82	16	256
23.	75	92	17	289
24.	66	95	29	841
25.	59	79	20	400
26.	69	89	20	400
27.	75	92	17	289
28.	69	82	13	169
29.	79	92	13	169
30.	69	89	20	400
31.	75	95	20	400
32.	75	92	17	289
33.	75	82	7	49
34.	56	75	19	361
35.	75	89	14	196
36.	66	79	13	169
37.	82	92	10	100
38.	62	89	27	729
39.	69	79	10	100
40.	69	75	6	36
			$\sum D = 823$	$\sum D^2 = 19.045$
			$D = 823/40$ $= 20,57$	
			$T = 16,72$	

Appendix XVIII

The Students' Attendance List During The Research MTsN 3 Medan Grade VIII-4

No.	Students' Name	Meeting I	Meeting II	Meeting III
1.	ABDURRAHMAN RA	√	√	√
2.	AHYUNDA TRISNADIA	√	√	√
3.	AISYAH FADILA	√	√	√
4.	AURA BALQIS ANANDA	√	√	√
5.	AYUNDA SALSABILA	√	√	√
6.	AZRA ALFIYAH HUSNA	√	√	√
7.	CINDY PURNAMA	√	√	√
8.	CINTA SALSABILA	√	√	√
9.	ELDINO AKBAR	√	√	√
10.	FAKHITA FAHRAINI	√	√	√
11.	GILANG SACIRA POLI	√	√	√
12.	HALAMSYAH HAMDANI	√	√	√
13.	KHAIRUNNISA	√	√	√
14.	M. AL-FIKRI GUNAWAN	√	√	√
15.	M. HAFIZ ASHARI	√	√	√
16.	KHAINUR AR-RASYID	√	√	√
17.	M. SAKTI HIDAYAT	√	√	√
18.	NANA ISMAIL	√	√	√
19.	NATASYA AULIA	√	√	√
20.	NAZUA NABILA	√	√	√
21.	NUR WULANDARI	√	√	√
22.	NURUL SUECI	√	√	√
23.	PUTRI AUDIA DEWI	√	√	√
24.	RANGGA ADITYA	√	√	√
25.	RIFLI AIDIL LUBIS	√	√	√
26.	RIZKA SAHILLA	√	√	√

27.	RIZKY ALIF GIFARI	√	√	√
28.	SALSABILA	√	√	√
29.	SALSABILLA	√	√	√
30.	SARAH GALUH PUSPITA	√	√	√
31.	SARI ANNISA SRG	√	√	√
32.	SITI NUR-RAHMA	√	√	√
33.	SYAHRIN MUBARAK	√	√	√
34.	SYAHRIJAL ILNAN G	√	√	√
35.	SYAHRI RACHMAYANA	√	√	√
36.	SYIFA IHSANI AZLA	√	√	√
37.	TAZKIA RAMDHANI	√	√	√
38.	TRIBOWO ANANTO	√	√	√
39.	WALID HUDAS	√	√	√
40.	ZIHAN FADILA ZULFIKAR	√	√	√

Appendix XIX

DOCUMENTATION



